DOCUMENT RESUME

ED 092 516 95 SP 008 105

AUTHOR	Sorenson, Juanita; And Others
TITLE	Performance-Based Graduate Courses for Individually Guided Education. Revised. Monograph Number 1.
INSTITUTION	Wisconsin Univ., Eau Claire.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 74
NOTE	59p.
AVAILABLE FROM	University of Wisconsin - Eau Claire, Eau Claire, Wisconsin 54701 ($1.00)
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Course Content; *Course Descriptions; Courses; *Curriculum Development; *Curriculum Planning; *Graduate Study; *Individualized Instruction
IDENTIFIERS	IGE; *Individually Guided Education

ABSTRACT

This monograph presents an overview of the Individually Guided Education (IGE) concept, indicates procedures used to develop courses at the University of Wisconsin, and provides a description of the graduate courses. In the overview, IGE is defined as a comprehensive system to produce higher education achievements through providing for differences among children according to what they have learned, how rapidly they learn, and their learning style. The seven components of IGE are described. They are as follows: (a) instructional programming, (b) organization for instruction, (c) curriculum materials, (d) a model for measurement and evaluation, (e) home-school communications, (f) facilitative environments, and (g) research and development. Graduate courses were gradually developed to meet the needs of the teaching staff in IGE schools, These needs included leadership skills, curriculum materials to carry out instructional programming, and information about multiunit organization. The description of graduate courses includes a summary of course content; rationale, structure, and staffing of courses; and a description of the performance-based format. Appendixes include a chronology of IGE related events, graduate courses descriptions, and selected performance-based learning modules. A 7-item bibliography is included. (PD)

ED 092516

Monograph Number 1

BEST COPY AVAILABLE

PERFORMANCE-BASED GRADUATE COURSES

FOR

INDIVIDUALLY GUIDED EDUCATION

By

Juanita Sorenson, Max Poole and Lloyd Joyal

Department of Elementary Education
University of Wisconsin
Eau Claire, WI 54701

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

January, 1973

Revised January, 1974

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Juanita S. Sorenson
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

SP028 105

© 1973 - Competency Based Learning for Individualized Programs (CLIP)

The program reported here was possible, in part, through a grant from the United States Office of Education, Department of Health, Education and Welfare, subcontracted to the University of Wisconsin-Eau Claire from the Wisconsin Research and Development Center for Cognitive Learning, Madison, Wisconsin.

ACKNOWLEDGEMENTS

The authors wish to express their appreciation to Professor Herbert J. Klausmeier and the Wisconsin Research and Development Center for Cognitive Learning at the University of Wisconsin-Madison for the 1971-72 academic-year grant which supported 10 full-time graduate students and funded materials, media and services for the beginnings of the IGE graduate program at UW-EC.

Special appreciation is due R. Dale Dick, Dean, School of Graduate Studies, Rodney Johnson, Dean, School of Education, and faculty of the Department of Elementary Education for their support and encouragement during development of the IGE courses.

Thanks go to many individuals at other institutions who generously shared their ideas and expertise to help develop these courses, with special appreciation to George Glasrud, Wisconsin Department of Public Instruction; Gerald McDermot, Fond du Lac Public Schools; Richard Mesenburg, Minnesota Department of Education; Mary Quilling, University of Massachusetts, Amherst; and Alan Voelker, Northern Illinois University, DeKalb.

Very special thanks go to Barbara Berry and Irene Whalen, graduate assistants in 1972-73 and 1973-74, respectively, who helped develop and evaluate modules and procedures for the courses and to our secretary, Ruth Bullis, who has worked with us on the IGE project since 1970 and has contributed her expertise to the format and organization of the printed modules and other materials, and typed this report.

BEST COPY AVAILABLE

CONTENTS

	Page
Introduction	1
Overview of the IGE Concept	3
Development of the Graduate Courses	8
Description of the Graduate Courses	14
References	22
Appendix A Chronology of IGE Related Events	23
Appendix B Graduate Course Descriptions	29
Introduction to Individually Guided Education (ELED 401/601)	31
Individualization of Instruction (ELED 720)	32
Media Center - Individualized Learning Programs (ELED 736)	33
Educational Leadership (ELED 750)	35
Individually Guided Motivation (ELED 751)	36
Differentiated Staffing (ELED 752)	37
Program Planning for IGE (ELED 754)	38
Leadership Practicum (ELED 757)	39
Seminar in Elementary Education: Problems in IGE (ELED 770)	40
Appendix C Selected Performance-Based Learning Modules	41
Assessment in IGE: Level I	43
Component Simulation: Unit Meeting	44
Home-School Communications: Reporting to Parents	46
Multiunit Organization and Operations	48
Wisconsin Design for Reading Skill Development: Level I	49
Figures	
1. Seven Components of IGE	5
2. Instructional Programming Model for IGE	6
3. Multiunit Organization for a School	7
4. Intersection of Graduate Course Content with the Seven Components of IGE according to Bloom's Cognitive Levels	16
5. Performance-Based Module for Instructional Programming: Level I	19
6. Participant Record Form for ELED 720	21

INTRODUCTION

Individually Guided Education (IGE) was first implemented in 13 instructional and research units in Wisconsin schools during late 1966. By 1967-68 seven schools in Wisconsin were completely organized in IGE programs. From this small beginning the number of schools has grown to more than 1500 in 37 states in the 1973-74 school year. Based on this growth rate, there may be more than 7500 schools implementing IGE by 1978.

During the implementation of the IGE concept in public schools, there has also been a development of the concept at the higher education level. The University of Wisconsin-Eau Claire (UW-EC) is one of the three leaders in institutionalizing IGE with emphasis on a masters degree for staff teachers and unit leaders.

This monograph will serve two purposes: (1) to describe the IGE graduate curriculum to prospective students who may enroll in the courses, and (2) to indicate to colleges and universities who now contemplate adding IGE courses to their present graduate education programs procedures used to develop courses at UW-EC.

The Department of Elementary Education at UW-EC first became involved with the IGE concept at the undergraduate level. In 1968 its staff selected Individually Guided Education as a desirable alternative environment for the field experience of student teachers and interns. At this time, UW-EC represented the teacher education institution component of a consortium which included the Wisconsin Department of Public Instruction, the Wisconsin Research and Development Center for Cognitive Learning at the University of Wisconsin-Madison and several northwestern Wisconsin public school systems. UW-EC has become increasingly involved at the undergraduate level and places more than 70 percent of its elementary student teachers and interns in IGE

schools for their field experience.

UW-EC involvement in IGE at the graduate level came about because of need. While supervising student teachers and interns in IGE schools, UW-EC faculty observed and discussed problems with teachers, unit leaders and principals. From these experiences it was evident that IGE staffs needed opportunities to explore the many facets of the IGE concept in depth if smoothly functioning IGE schools were to be available for quality experiences for student teachers and interns.

The Department of Elementary Education decided that graduate courses were an appropriate, self-supporting, and self-sustaining route for training certified teachers in IGE. Since existing graduate courses, for the most part, did not provide an appropriate vehicle for IGE, new courses were conceptualized, implemented, and refined.

This monograph details the stages and procedures of course development, implementation and refinement along with descriptions of the content and procedures of the courses. These sections are preceded by a brief overview of the IGE concept as a basis for course development.

OVERVIEW OF THE IGE CONCEPT

IGE was formulated by Herbert J. Klausmeier and others at the Wisconsin Research and Development Center for Cognitive Learning at the University of Wisconsin-Madison. IGE is defined as a comprehensive system to produce higher educational achievements through providing for differences among children according to (1) what they have already learned; (2) how rapidly they learn, and (3) how they go about learning (style).

IGE has been delineated in terms of seven components. These components are presented in Figure 1. Here the component of instructional programming is shown at the center as this is where interaction between instructional personnel and child occurs; five components--the multiunit organization, curriculum materials, home-school communications, facilitative environments, and a measurement evaluation model--form a support system for instructional programming; and a seventh component, research and development, binds together and facilitates implementation of the other six components.

A brief summary of each component follows:

1. Instructional Programming. IGE instructional programming contains elements of objectives, preassessment, learning program, post-assessment, common to most individualized learning programs. Special features of IGE instructional programming include the setting of general objectives for the population of a school building and forming children into groups for instruction for short periods of time (e.g., two-three weeks) based on preassessment results and other characteristics. A model for Instructional Programming in IGE is presented in Figure 2.

2. Organization for Instruction. The multiunit organization includes three divisions--(a) the Unit or Team which makes instructional decisions for a group of 100 - 150 children and is composed of a unit leader, staff teachers, instructional and/or clerical aides, interns and/or student teachers, and children of several age/grade levels; (b) the Instructional Improvement Committee (IIC) which is responsible for decision-making at the building level and includes the principal, unit leaders and other relevant system and/or building level personnel; and (c) the Systemwide Policy Committee (SPC) which carries out coordination and communication at the system level and includes administrative

personnel as superintendent or his representative, IGE representative principals, unit leaders, and staff teachers from the IGE schools and representative principals from non IGE schools. A diagram of a prototype multiunit organization is presented in Figure 3.

3. Curriculum Materials. These materials should contain objectives, assessments and activities to carry out instructional programming. Materials currently available include those of the Wisconsin Design in the areas of word attack and study skills. Teacher-made materials in other content areas have been developed in many schools and/or systems. All materials utilize a criterion-reference approach to evaluation in which a level of mastery (e.g., 80 percent) is specified for each student.

4. A Model for Measurement and Evaluation. This model includes preassessment of student's readiness, monitoring and assessment of progress, final achievement on criterion-reference tests, feedback to the teacher and the child, and evaluation of the IGE design on a schoolwide basis.

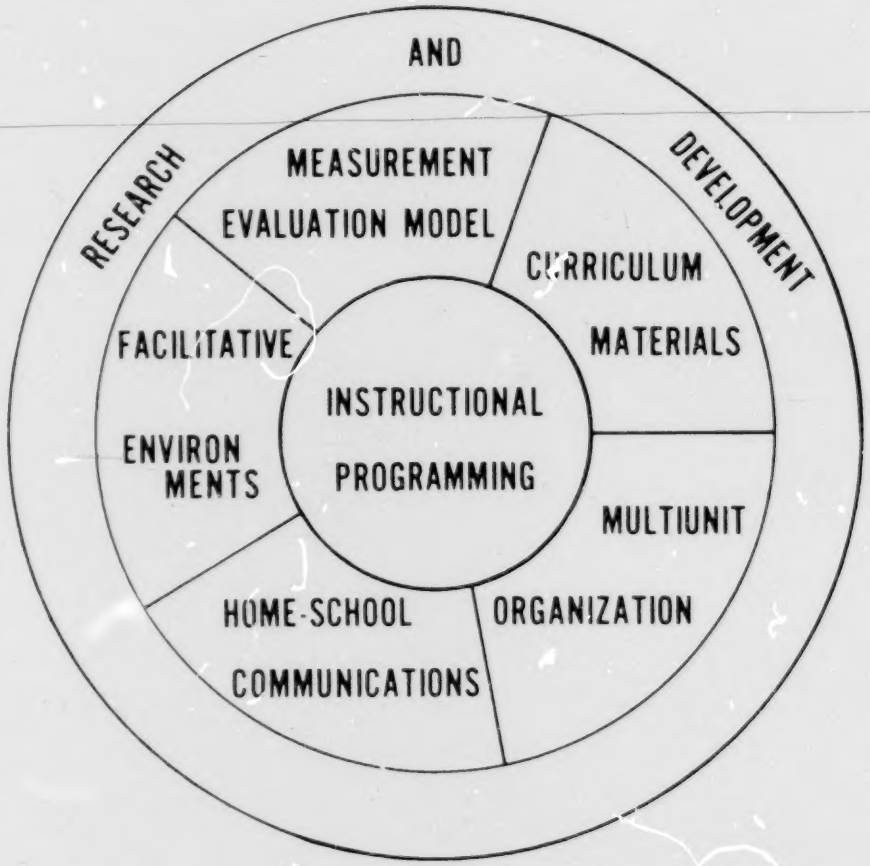
5. Home-School Communications. The program provides for explanation of the IGE program, its progress and goals to the parents and community and, whenever possible, involves these adults in the school's program.

6. Facilitative Environments. This component involves the roles of personnel working with IGE in the school building, system central offices, state education agencies and teacher education institutions.

7. Research and Development. This component involves the generation of knowledge and production of tested materials and procedures. The Wisconsin Research and Development Center has taken leadership in this area with contributions from masters and doctoral research at the University of Wisconsin-Madison and other institutions.

FIGURE 1

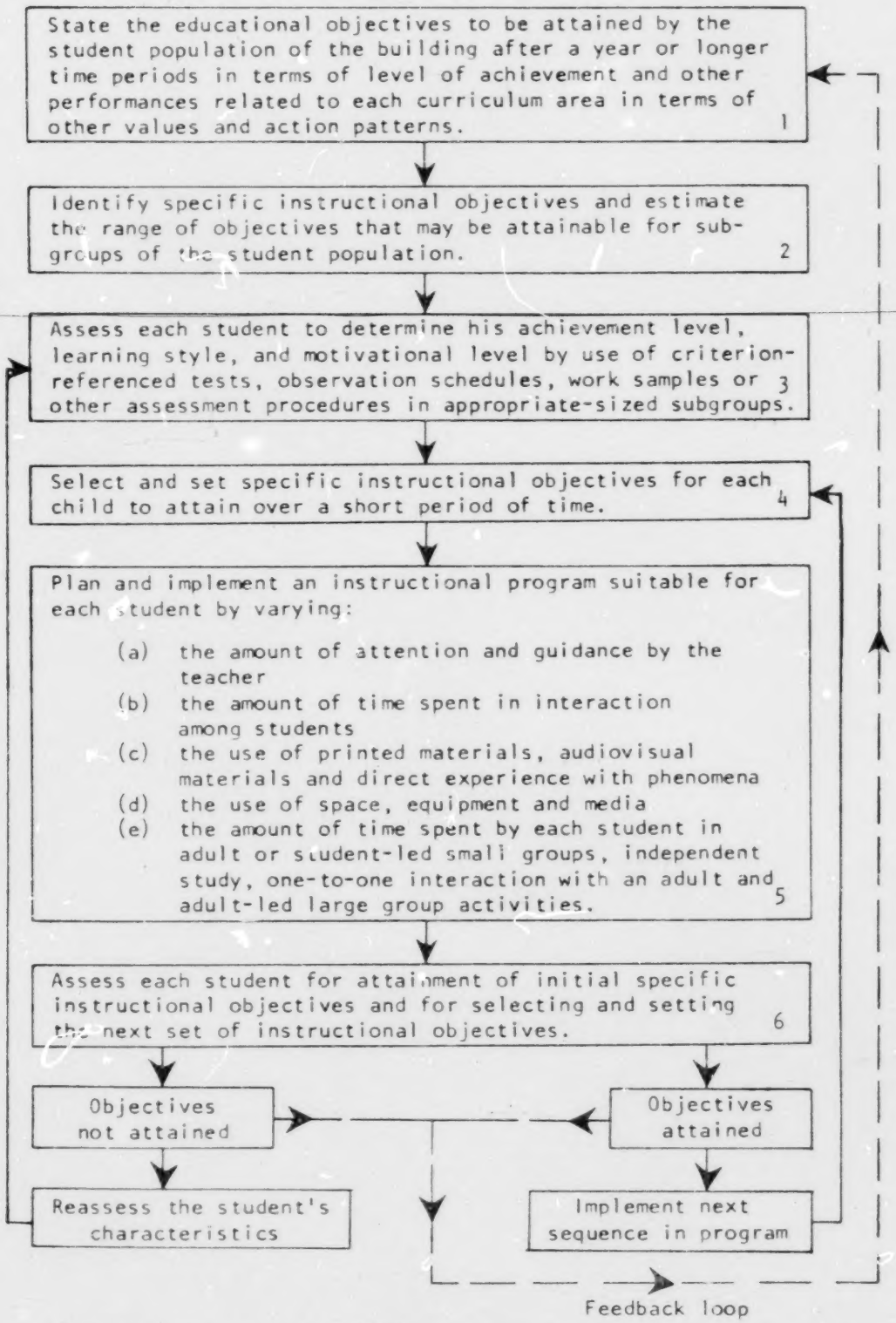
SEVEN COMPONENTS OF IGE



Sorenson/Quilling
UW-EC/MSN - 1973

FIGURE 2

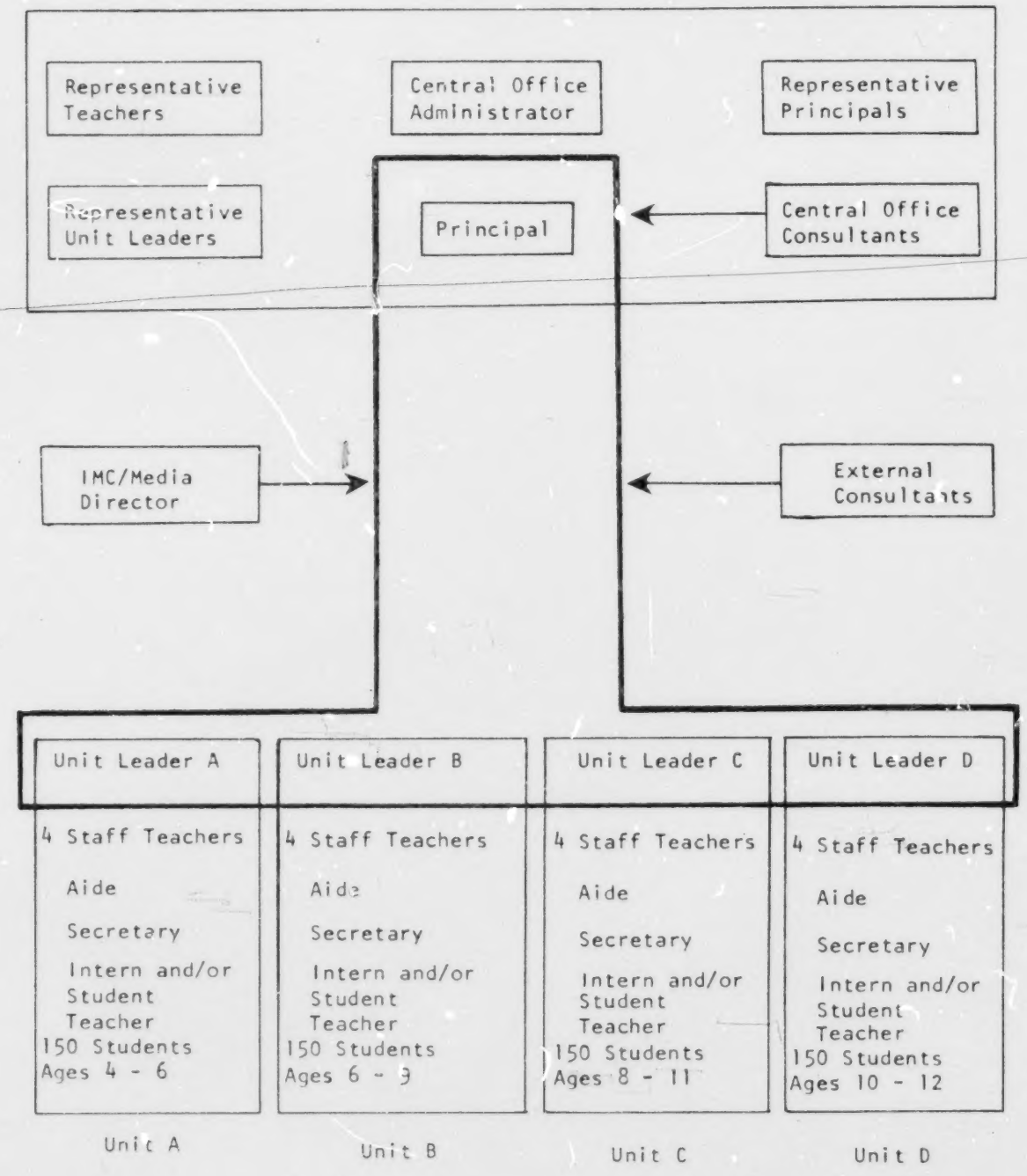
INSTRUCTIONAL PROGRAMMING MODEL FOR IGE


State the educational objectives to be attained by the student population of the building after a year or longer time periods in terms of level of achievement and other performances related to each curriculum area in terms of other values and action patterns. 1
Identify specific instructional objectives and estimate the range of objectives that may be attainable for subgroups of the student population. 2
Assess each student to determine his achievement level, learning style, and motivational level by use of criterion-referenced tests, observation schedules, work samples or other assessment procedures in appropriate-sized subgroups. 3
Select and set specific instructional objectives for each child to attain over a short period of time. 4
Plan and implement an instructional program suitable for each student by varying:
(a) the amount of attention and guidance by the teacher
(b) the amount of time spent in interaction among students
(c) the use of printed materials, audiovisual materials and direct experience with phenomena
(d) the use of space, equipment and media
(e) the amount of time spent by each student in adult or student-led small groups, independent study, one-to-one interaction with an adult and adult-led large group activities. 5
Assess each student for attainment of initial specific instructional objectives and for selecting and setting the next set of instructional objectives. 6
Objectives not attained
Objectives attained
Reassess the student's characteristics
Implement next sequence in program
Feedback loop

Adapted from Klausmeier et al., 1971a, p. 19

FIGURE 3

MULTIUNIT ORGANIZATION FOR A SCHOOL



Instructional Improvement Committee (IIC)
System-Wide Policy Committee (SPC)

Adapted from Klausmeier et al., 1971a, p. 21

DEVELOPMENT OF THE GRADUATE COURSES

As previously described in the introduction section of this monograph, the focus and content of the IGE graduate courses emerged from the needs of teaching staff in IGE schools. When conceptualization of the graduate courses began during 1970-71, the first need among staff was for training to assume the new leadership roles of IGE. These roles included the teacher designated as the unit leader who, along with fellow teachers, assumed responsibility for planning and making instructional decisions for 100-150 children of several age/grade levels. In IGE, the principal assumed instructional leadership for shared decision making with the unit leaders for designating instructional goals along with allocation of materials, time, space and equipment. The staff teacher, too, assumed greater leadership as she or he would now develop a curriculum unit for 100-150 children instead of the 25-30 in a traditional classroom setting.

Initially, UW-EC faculty evaluated existing graduate courses in the Elementary Education Department for their potential adaptability to various facets of IGE. While most courses could not be adapted to convey IGE information, one course, Educational Leadership (El Ed 750) appeared appropriate as the general principles of leadership could be adapted to meet the specific needs of IGE staff. The content of this course focused on leadership skills dealing with team building, group decision making and long and short range planning for instructional programs using the IGE environment for specific examples. Educational Leadership (El Ed 750) was first offered during summer 1971.

Concurrent with the staff need for leadership skills was the need for curriculum materials to carry out instructional programming in IGE according to the model presented in Figure 2. Evaluation of available commercial

curriculum materials indicated a limited quantity appropriate for IGE instructional programming. Thus the course, Individualization of Instruction (El Ed 720) was developed. It focused on the principles and philosophy of individualized learning programs along with opportunity for teachers to select, adapt and/or produce specific instructional objectives, pre and post assessments and appropriate learning activities for the curriculum area in which they planned to carry out instructional programming in IGE.

Other identified needs of staff included more information about the multiunit organization illustrated in Figure 3. These needs formed the basis for the course, Differentiated Staffing: A Support System for IGE (El Ed 752). Content of this course dealt with responsibilities and operations of the three sections of the multiunit organization. It also included roles and responsibilities of members of the differentiated staff in carrying out procedures and instructional programming in a content area such as the Wisconsin Design for Reading Skill Development (WDRSD) and in Individually Guided Motivation (IGM).

Because of its accomplishments and the expertise of its staff in IGE, the Department of Elementary Education, UW-EC, was selected in March 1971 by the Wisconsin Research and Development Center for Cognitive Learning, Madison, as a cooperating university for maintaining and institutionalizing the IGE concept. Status as a cooperating university included a grant for 10 full-time graduate fellows to study IGE during the 1971-72 academic year and for the Department of Elementary Education to purchase necessary materials and services to carry out the program.

During April 1971, two additional IGE courses were developed. These included Leadership Practicum (El Ed 757) in which the graduate student would spend several days each week in a school and/or system working with IGE programs, and Directed Studies (El Ed 495/695) which provided for individuals or

groups of individuals to study a specified topic in an area of concern or interest. Topics in the latter course could relate to IGE as well as other areas, and offered considerable flexibility for piloting courses.

Four courses, Individualization of Instruction (El Ed 720), Differentiated Staffing: A Support System for IGE (El Ed 752), Leadership Practicum (El Ed 757), and Directed Studies (El Ed 495/695) were approved by the Graduate Curriculum Committee of the Department of Elementary Education, members of the Elementary Education Department, and the UW-EC Graduate Council during 1971. Directed Studies (El Ed 495/695) also received approval by the Undergraduate Curriculum Committee of the School of Education since it carried both undergraduate and graduate credit.

By September 1971, 10 full-time graduate fellows along with practicing teachers who wanted more information about IGE were enrolled in Individualization of Instruction (El Ed 720) and Differentiated Staffing: A Support System for IGE (El Ed 752) on the UW-EC campus.

During fall 1971 interest and enrollment in IGE courses prompted members of the Department to request the Graduate Curriculum Committee of the Department of Elementary Education to recommend revision of the Master of Science in Teaching (MST) degree to include an IGE Emphasis. Previously the MST had allowed emphases in reading and mathematics as well as general curriculum. The Graduate Curriculum Committee complied with this request and faculty of the Elementary Education Department accepted the recommendation of the Department Graduate Curriculum Committee. In October 1971, the UW-EC Graduate Council approved the MST revision.

Experience with the graduate students during the fall semester of 1971 indicated need for a Seminar dealing with the problems of IGE to accompany the Leadership Practicum (El Ed 757) during the coming semester. A course dealing either with problems students encountered during the Leadership Practicum

(El Ed 757) or with specific IGE topics was developed and approved in December 1971 according to procedures previously described for other courses.

IGE offerings during summer 1972 included two sections of Individualization of Instruction (El Ed 720), the Leadership Practicum (El Ed 757) with children of multiracial background in the campus school, and Seminar (El Ed 770). Seventy-five teachers from seven states participated in the summer courses.

During fall 1972, the content of courses in the IGE Emphasis was reviewed by faculty in the Department of Elementary Education. This review included data from formal evaluations of IGE courses offered during the 1971-72 academic year and summer 1972, reactions and interactions of graduate students and faculty and recommendations of faculty from their observations and interactions with staff in IGE schools. Results of the review indicated need for (1) basic information about IGE for people with no previous knowledge or experience in the concept and (2) opportunity for IGE staff who had considerable knowledge and experience in IGE to gain expertise in carrying out programs in their local schools and/or systems to implement and refine IGE in additional content, motivational or other areas.

These needs led to development of two courses. Introduction to IGE (El Ed 401/601) dealt with a survey of the philosophy, basic components and programs of IGE and was available to teachers for graduate credit and to undergraduates who desired more information about the concept prior to the field experience. This course was a refinement of Directed Studies (El Ed 495/695) offered off campus during spring 1971 for staff in a district starting a new IGE school in fall 1972. The second course, Program Planning for IGE (El Ed 754) focused on preparing staff experienced in IGE to plan, implement and evaluate inservice and other programs at the local school and/or system level. After appropriate procedures these courses were approved by the UW-EC

Graduate Council in December 1972.

In fall 1973 the authors of this report were selected as authors along with contributors from three other institutions of higher learning to write the handbook, The Unit Leader in the IGE School. Their selection for this two year project was a result of the development of courses and other activities with unit leaders and staff teachers at the graduate level. This book is one of a series of some nine books with accompanying audiovisual materials being funded by the Sears Roebuck Foundation. The director of the project is Dr. Herbert Klausmeier.

Conversations with graduate students in IGE courses and feedback from UW-EC faculty who supervise in IGE schools had indicated a need for course work in motivation and the role of the Media Center in IGE. During the fall semester 1973, a course, Individually Guided Motivation (ELED 751) was developed. This course, the first one in the affective area, utilized the print and audiovisual materials developed for motivation by Dr. Herbert Klausmeier and others at the University of Wisconsin-Madison. A second course, The Media Center and Individualized Learning Programs (ELED 736) was developed cooperatively with the Library Science Department at UW-EC. It deals with the role of the Media Center and its personnel in the IGE program. These two courses were approved by the appropriate department committees and the Graduate Council in November 1973.

All of the IGE graduate courses may be offered on or off campus and for residence or extension credit.

It should be noted that all IGE graduate courses were approved after being subjected to the normal procedures for course approval at the University of Wisconsin-Eau Claire (i.e., development of course by members of the Department, approval of the Department Graduate Curriculum Committee, approval by faculty of the Department and approval by the Graduate Council of the

University). It is mandatory that courses dealing with a new concept like IGE meet the academic standards and scrutiny of the faculty of the institution in which they are offered, and that they may be offered to public school staffs as fully accredited courses leading to a masters degree. Cooperation of faculty in the Department of Elementary Education, administrators in the School of Education and School of Graduate Studies and faculty at the total university level made possible the offering of courses in the IGE Emphasis leading to an MST either on or off campus and for residence or extension credit.

Continued expansion, evaluation and refinement of present courses will necessitate additions, revisions and deletions in the future. UW-EC has made provision to meet these changing needs for courses in the IGE Emphasis by responding to needs of practitioners.

A detailed chronology of IGE-related events at UW-EC at both the undergraduate and graduate levels is presented in Appendix A.

DESCRIPTION OF THE GRADUATE COURSES

Nine graduate courses whose development was detailed in the previous section are described here. Descriptions include a summary of course content, rationale, structure and staffing, and explanation of the performance-based format in which all courses are presently offered.

Summary of Course Content

Course content, titles, numbers and semester credit hours are summarized below. See Appendix B for detailed descriptions for each course.

Introduction to IGE (ELED 401/601), 3 credits, deals with a survey of the seven components of IGE, the Wisconsin Design reading program and other relevant topics.

Individualization of Instruction (ELED 720), 3 credits, is concerned primarily with the instructional programming component and preparation of teacher-made curriculum materials.

The Media Center and Individualized Learning Programs (ELED 736), 3 credits, deals with background information about and participant creation of instructional products for the media center.

Educational Leadership (ELED 750), 3 credits, focuses on development of effective leadership skills in terms of the objectives, people and hierarchy of an organization.

Individually Guided Motivation (ELED 751), 3 credits, focuses on the system of IGM and its four procedures. Implementation and evaluation of one procedure with 4-6 children is required.

Differentiated Staffing: A Support System for IGE (ELED 752), 3 credits, is concerned with roles, responsibilities, and operations of the multiunit organization.

Leadership Practicum (ELED 757), 3-6 credits, provides opportunity for the student to demonstrate skills in terms of implementing and evaluating a project and/or instructional leadership in an actual school and/or system setting.

Program Planning in IGE (ELED 754), 3 credits, focuses on development, implementation, and evaluation of long and short range plans for inservice, instructional, motivational or other programs.

Seminar in IGE (ELED 770), 1-3 credits, provides opportunity to deal with various aspects of a single topic or a variety of IGE topics. Preparation, presentation, and evaluation of a paper is required.

It has been emphasized throughout this monograph that content of all courses is intended to focus on the needs and interests of the practicing staff in IGE schools as indicated by formal and informal evaluations. It is noted further from the detailed course descriptions in Appendix B that all courses provide for development of plans and/or materials which the practitioner can use in the ongoing IGE program at his or her school.

In addition to IGE courses, UW-EC offers a variety of graduate courses in reading, educational psychology, measurement and evaluation and other areas from which students may select to integrate with the IGE Emphasis.

Rationale, Structure and Staffing of Courses

In addition to concern for course content, effort has been made to consider the vertical structure of the courses and to relate the level of content to Bloom's cognitive levels. These relationships are presented in Figure 4. Inspection of the relationships indicates, for example, that the content of Introduction to IGE (El Ed 401/601) is concentrated mainly at the knowledge-comprehension level while content for Individualization of Instruction (El Ed 720) is primarily related to the application level. Content of Program Planning (El Ed 754) focuses on the higher levels of analysis, synthesis, and evaluation. Additional courses of measurement and evaluation, offered in other departments, along with research papers are included here as essential supportive courses to the IGE Emphasis.

All courses except Introduction to IGE (El Ed 401/601) are designed primarily for the certified and experienced elementary teacher either presently involved in or having some background in individualized programs like IGE. This course may be taken by the undergraduate prior to the field experience, or by teachers to introduce them to the IGE concept.

FIGURE 4

INTERSECTION OF GRADUATE COURSE CONTENT
WITH THE SEVEN COMPONENTS OF IGE ACCORDING TO BLOOM'S COGNITIVE LEVELS

FORMAL GRADUATE COURSES		IGE COMPONENTS						
		I	II	III	IV	V	VI	VII
Phase 1. Orientation								
Introduction to IGE	(401/601)	X	X	X	X	X	X	X
Phase 2. Supporting Components								
Individualization of Instruction	(720)	XAH	XA	XAH				
Educational Leadership	(750)	XH	XH	XH	XH	XH	XH	
Differentiated Staffing	(752)	X	XA	X		XH	XH	
Measurement and Evaluation - Foundations or Psych	(774) (565)	XH	XH	XH	XH			
Media Center-Learning Programs	(736)	XAH	XA	XAH			XAH	
Phase 3. Clinical Application								
Practicum	(757)	A	A	A	A	A	A	A
Program Planning	(754)	XH	XH		XH		XH	
Seminar: Problems in IGE	(770)	AH	AH	AH	AH	AH	AH	AH
Research Paper or Project	(795)	X	X	X	XAH	X		XAH

Bloom's Levels:
- X - Knowledge, Comprehension Levels
- A - Application Level
- H - Higher Cognitive Levels (Analysis, Synthesis, Evaluation)

IGE Components:
- I. Instructional Programming
- II. Multiunit Organization
- III. Curriculum Materials
- IV. Model for Measurement and Evaluation
- V. Home-School Communications
- VI. Facilitative Environments
- VII. Research and Development

Adapted from Poole, Inglis, Czajkowski

Flexible scheduling allows for courses to be taken during a regular academic semester (e.g., 3 hours per week for 16 weeks) or in an intensified period (e.g., 3.25 hours per day for 15 days) during a summer or interim session. Evaluation of the two types of schedules has indicated the students and faculty found them equally successful.

Courses are staffed on a team basis with the staff for each course including a combination of university professors (one designated as leader), experienced IGE practitioners and resource personnel with special expertise. College work-study students and a secretary are supportive personnel for the courses.

Performance-Based Format

Initially the IGE courses were taught in a traditional format which included some combination of lecture, discussion, small group activities and a project selected by the student. In the spring of 1971, a review of formal student evaluations of courses, discussion with graduate students who had taken the courses and faculty reaction indicated that both students and faculty were dissatisfied with offering IGE courses in the traditional manner. Thus a performance-based format was selected for the IGE courses. This format allowed teachers as graduate students to experience the process of IGE in terms of assessing and accommodating their knowledge and experience, learning rate, style and preferences. In addition, the performance-based format allowed for accountability of both student and faculty member and lent itself to additions and deletions of content so essential in a developing concept like IGE.

During the spring 1971 semester, content of the IGE courses was adapted to performance-based modules. Each module dealt with a specific facet of IGE, as, for example, instructional programming, roles and responsibilities, multi-unit organization and operations, the Wisconsin Design reading program. Each

module contains (1) specific objectives; (2) suggested activities to meet these objectives; and (3) requirements for illustrating mastery of the objectives. An exemplary module on the topic of Instructional Programming: Level I is shown in Figure 5. Selected modules on a variety of topics are presented in Appendix C.

Students may work on the modules in a variety of learning modes--independently, one-to-one with a peer or instructor, small medium-sized, or large groups--according to their preferences, background, and the characteristics of the subject matter to be learned. Students enter courses with differing amounts of experience and expertise in the various aspects of IGE, and they have the option to illustrate mastery in an area where they feel they have considerable knowledge and experience without completing suggested learning activities. Students may also attempt mastery requirements whenever they feel they are ready to do so. Experience has indicated that students are good judges of their knowledge on a topic, and more than 95 percent achieve mastery on their first attempt.

The module format as well as the projects allow opportunity for students to work at their own rate. Also, the preferred learning style of students in terms of media and methods is considered in suggested activities. For example, in the Instructional Programming module in Figure 5, the audiovisual filmstrip/tape (Suggested Activity "c") and printed material (Suggested Activities "a," "b," "d") both cover the six sequential steps of the Instructional Programming Model and illustrate each step with examples from the Wisconsin Design reading program. Other methods and media include participation in a simulation in the "Component Simulation: Unit Meeting" and "Home-School Communications" modules or involvement in an activity with children (Suggested Activity "g") in the "Individually Guided Motivation (IGM)" module. These modules are presented in

FIGURE 5

PERFORMANCE-BASED MODULE FOR

INSTRUCTIONAL PROGRAMMING: LEVEL I

Objectives

The participant will be able to:

a. identify instructional programming rationale and procedures appropriate for IGE.

b. describe the Instructional Programming Model for IGE in writing indicating the correct sequence of steps with 90 percent accuracy.

c. illustrate each step of the Instructional Programming Model with examples from a content area with 90 percent accuracy.

Suggested Activities to Meet Objectives

a. Study handout of Instructional Programming Model for IGE.

b. Study pp. 17-19, 25-27 and 53-65 in Klausmeier et al., 1971. (green book)

c. Review filmstrip/tape on "Instructional Programming in IGE" from Wisconsin Design series (R and D Center).

d. Read reprint of article from the Elementary School Journal on "Instructional Programming for the Individual Pupil."

Illustration of Mastery

a. Complete IGE concepts test on instructional programming with 80 percent accuracy.

b. List steps of IPM in sequence and illustrate each step with examples from any content area with 90 percent accuracy (one page assessment).

Appendix C.

Mastery can be illustrated by completing short answer assessments, submitting work samples, manipulation of equipment or materials, or participation as appropriate to the objectives of the module. As is indicated under 'illustration of mastery' in Figure 5, an arbitrary level of 80 percent has been set for written or oral tests and agreement of 'satisfactory' between participant and instructor for other kinds of assessments.

Assessments are designed to test mastery at a variety of cognitive levels. For example, mastery for "Instructional Programming: Level I" as shown in Figure 5 at the knowledge-comprehension level may be illustrated on the IGE concepts test (illustration of mastery "a") which is a set of 10 multiple choice items; mastery at the application level is illustrated by the student listing the six steps of the Instructional Programming Model in the proper sequence and illustrating each step with content from a curricular area of his choice (illustration of mastery "b").

Continuity of the course is provided by the instructor with appropriate lecture sessions (usually 20-30 minutes) and resource people as experienced practitioners and others with special areas of expertise who are available for large group, small group or one-to-one sessions with students.

For goal-setting and record-keeping purposes, each student receives a "Participant Record Form." When he or she completes mastery on a module or project, the form is initialed by one of the instructors. The record form for Individualization of Instruction (El Ed 720) is presented in Figure 6 as an example.

FIGURE 6

PARTICIPANT RECORD KEEPING FORM - INDIVIDUALIZATION OF INSTRUCTION (ELED 720)

Performance-Based Learning Modules		Completion/Date
Group A - Required Modules (complete all)		
1. Individualized Learning Programs		_____
2. Instructional Programming (Level I)		_____
a. IGE Concepts Test	_____	
b. Illustrating Steps of the IPM	_____	
3. Behavioral Objectives		_____
a. Identifying Behavioral Statements	_____	
b. Writing Behavioral Statements	_____	
c. Bloom's Cognitive Levels	_____	
4. Assessment in IGE - Level I		_____
a. IGE Concepts Test	_____	
b. Assessment in IGE	_____	
5. Cognitive Measuring Instrument		_____
Group B - Project Module (required)		_____
Group C - Elective Modules (Do one or more)		
1. Affective Measuring Instrument		_____
Assessment Test	_____	
Instrument	_____	
2. Wisconsin Design (Word Attack or Study Skills)		_____
3. _____ (Module Name)		_____
4. _____ (Module Name)		_____
5. _____ (Module Name)		_____
6. _____ (Module Name)		_____

Sorenson/Joyal-UW-EC/73

REFERENCES

1. Bloom, Benjamin S. (Ed.). 1956. Taxonomy of Educational Objectives. Handbook 1. David McKay Company, Inc., New York

2. Klausmeier, Herbert J., Mary R. Quilling, Juanita S. Sorenson, Russell S. Way, and George R. Glasrud. 1971a. Individually guided education and the multiunit elementary school: Guidelines for implementation. Wisconsin Research and Development Center for Cognitive Learning. The University of Wisconsin, Madison. 132 p.

3. Klausmeier, Herbert J., Juanita S. Sorenson, and Mary R. Quilling. 1971b. Instructional programming for the individual pupil in the multiunit elementary school. The Elementary School Journal 72 (2): 88-101.

4. Klausmeier, Herbert J., Mary R. Quilling, and Juanita S. Sorenson. 1971c. Development and evaluation of the multiunit elementary school: 1966-1971. Wisconsin Research and Development Center for Cognitive Learning. The University of Wisconsin, Technical Report No. 158.

5. Klausmeier, Herbert J., Jan T. Jeter, Mary R. Quilling and Dorothy A. Frayer. 1973. Individually guided motivation. Wisconsin Research and Development Center for Cognitive Learning. The University of Wisconsin, Madison. 123 p.

6. Otto, Wayne, and Eunice Askov. 1970. The Wisconsin design for reading skill development: rationale and guidelines. Wisconsin Research and Development Center for Cognitive Learning, The University of Wisconsin, Madison. 132 p.

7. Sorenson, Juanita S. 1973. Implementing instructional programming in individualized learning programs. Department of Elementary Education, The University of Wisconsin, Eau Claire, Instructional Paper No. 3.

APPENDIX A

Chronology of IGE related Events

CHRONOLOGY OF IGE-RELATED EVENTS AT UW-EC

1968	
January	Dr. Lloyd Joyal initiated cooperative agreement with R and D Center and DPI to work with two "lighthouse" schools in Wisconsin.
April	Student teachers and interns from UW-EC identified for pilot schools
August	Inservice program for staffs and UW-EC students in pilot schools.
1969	Continued expansion of concept; additions of six schools in two districts.
1970	
September	Dr. Max Poole became Chairman of Elementary Education Department.
September	UW-EC selected to participate in a consortium effort to develop and implement a statewide model program to train lead teachers.
November/ December	Subcommittee on Field Experiences in Department of Elementary Education recommended and Department approved: a 14-credit student teaching experience; departmental endorsement of IGE; recommended priority placement of interns and student teachers in IGE schools.
1971	
March	School of Education Curriculum Committee approved department request to offer student teaching in IGE school for 14 credits.
March	Agreement with R and D Center to become a cooperating university for maintaining and institutionalizing the IGE concept.
April	Graduate Committee in Department of Elementary Education approved four new IGE courses: Individualizing Instruction (ELED 720), Teacher and Differentiated Staffing (ELED 752), Leadership Practicum (ELED 757), and Directed Studies (ELED 495/695). They were approved by the Department, the School of Education Curriculum Committee and the Graduate Council.
May	Received grant for 10 graduate fellowships in IGE for full-time study and appropriate related activities.
June	Consortium program for 18 lead teachers.
August	Advanced Leadership Institute conducted for 50 unit leaders.
September	Dr. Juanita Sorenson joined staff for the purpose of refining and developing the IGE program.
September	Graduate Committee and Department of Elementary Education approved revision of MST description toward a practitioner emphasis.

1971

October — Advanced Leadership Institute conducted for 50 unit leaders.

October — Graduate Council approved recommendation for MST revision.

December — A new course, Seminar in IGE/MUS-E (ELED 770) approved by the Department and subsequently by the Graduate Council.

1972

March — Department Graduate Committee recommended a revised MST program to permit masters candidates to take 24 credits in the department. Department and Graduate Council approved.

August — Advanced Leadership Institute conducted for 100 unit leaders.

September — One Swedish teacher came to UW-EC to work on an MST with IGE emphasis.

November — Drive In Conference on Motivation and new ideas in individualization for 160 teachers, principals and unit leaders.

December — Graduate Council approved new courses, Introduction to IGE (ELED 401/601) and Program Planning in IGE (ELED 754)

December — Wisconsin Department of Public Instruction, Bureau for Teacher Education and Certification, approved IGE courses as electives for district administrators, high school principals, and elementary principals.

1973

April — Second semi-annual Drive In Conference on instructional games and simulation for 300 teachers, unit leaders, and principals

June — Began teaching IGE courses in UW-EC Instructional Materials Center.

August — Received grant to write one of a series of books, The Unit Leader in the IGE School, from the Sears Roebuck Foundation Project.

September — Initiated program to coordinate Arrowhead League as a member of the state network. Department has authorized .25 position for coordinator.

September — Three Swedish teachers began MST with IGE emphasis.

October — Graduate Council recommended an Educational Specialist (Ed.S) degree for 1976-77, emphasis on IGE.

November — Courses, Individually Guided Motivation (ELED 751) and The Media Center and Individualized Learning Programs (ELED 736) approved by Graduate Council.

November — Approval to offer IGE courses outside Wisconsin.

November — Third semi-annual Drive In Conference on individualization. 260 teachers attended.

November — Advanced Leadership Conference for 150 teachers/administrators.

APPENDIX B

Graduate Course Descriptions

INTRODUCTION TO INDIVIDUALLY GUIDED EDUCATION (ELED 401/601)

General Description of Course

The general objective of the course is for the participant to illustrate competency in a variety of areas of the concept, Individually Guided Education (IGE). While the course focuses on the IGE concept, much of the content is applicable to any individualized learning program and for any organizational plan which embraces any or all of the following: team teaching, differentiated staffing, nongradedness, decision making by staff, a model for instructional programming.

The course carries three credits. Undergraduate students will meet requirements under Group A. Graduates will meet the requirements for both Group A and Group B.

Course content has been divided into groups as follows:

Group A. The undergraduate and graduate participant will illustrate competency in all areas:

1. IGE - its seven components: an overview of the concept
2. multiunit organization and operations
3. behavioral objectives
4. instructional programming in IGE
5. roles and responsibilities
6. teaming skills (simulation/participation)
7. grouping patterns
8. assessment in IGE
9. Wisconsin Design for Reading Skills Development: Level I
10. Individually Guided Motivation (IGM): an overview

Group B. The graduate participant will illustrate competency in at least two of the following areas:

1. affective measuring instruments
2. developing instructional games
3. unit meeting: simulation
4. rationale for differentiated staffing
5. cognitive measuring instruments
6. home-school communications: reporting to parents - a simulation
7. commercial individualized learning kits or packets
8. basic statistics (Level I or II)
9. group decision making (selecting priorities) - a simulation
10. Sander's questioning levels
11. project to be arranged between the participant and the instructor

Sorenson, Joyal, Poole
Dept. of Elementary Education
Revised October, 1973

INDIVIDUALIZATION OF INSTRUCTION (EL ED 720)

General Description of Course

The general objectives of the course are for the participant to (1) become competent in the elements of instructional programming and (2) be able to organize and/or develop curriculum materials to carry out a program of individualized instruction in a curriculum area of his or her choice. While the organization suggested in this course is applicable to most individualized learning programs, it utilizes Individually Guided Education as a base.

Course content has been divided into three groups:

Group A. The participant will be required to illustrate competencies in all areas:

1. individualized learning programs: philosophy and procedures
2. instructional programming in IGE - Levels I and II
3. behavioral objectives
4. assessment in IGE: Level I
5. cognitive measuring instrument

Group B. The participant will develop an indepth project in a curriculum area of his or her choice. The project will include the elements of the Instructional Programming Model (IPM) for IGE: objectives, pre and post assessments and, if possible, suggested learning activities.

Group C. The participant will be required to meet competencies in at least one of the following areas:

1. affective measuring instrument
2. Wisconsin Design for Reading Skill Development (WDRSD)-Level I
3. individualized learning materials (commercial)
4. basic statistics: Level I or II

Sorenson/Joyal
El Ed, UW-EC

THE MEDIA CENTER AND INDIVIDUALIZED LEARNING PROGRAMS SYLLABUS (ELED 736)

General Description of Course

The general objectives of this course are for the graduate participant to demonstrate knowledge concerning (1) benefits of an established media center for students and teachers; (2) kinds and sources of instructional products appropriate to a media center; (3) recognition and facilitation of learning options to meet student needs; and (4) creation of an instructional product for use in the media center. The course carries three graduate credits.

Course content has been divided into four groups:

Group A. These areas deal with the rationale for using instructional products (e.g., unipacs) in media (IMC) centers:

1. benefits from an established media center program for students and teachers

    a. broadens academic or aesthetic interests of students
    b. encourages self-reliance and independence of students
    c. encourages self-acceptance in recognizing strengths and limitations and in applying academic and aesthetic talents of teachers
    d. encourages teachers' self-awareness to create an atmosphere for free questioning, to allow for choices and to accept a child's judgment

Group B. These areas are concerned with an overview of the kinds and sources of instructional products appropriate to media center programs:

1. unipacs
2. LAPS
3. contracts
4. learning stations
5. units for independent/small group study
6. sources of available products

Group C. These areas are concerned with recognizing and facilitating learning options to meet student needs:

1. media
2. grouping
3. pacing
4. communication

    a. unique contribution
    b. appropriateness of media to content and group sizes

Developed by Lloyd Joyal, Glenn Thompson and Juanita Sorenson
University of Wisconsin-Eau Claire

November 1973

The Media Center and Individualized Learning Programs (ELED 736) - cont.

Group C. (cont.)

5. newer patterns of service

    a. integrated shelving
    b. flexible facilities
    c. nonrestricted scheduling
    d. specialized centers: learning, resource, media--use/ comparison

6. sources of current information

Group D. These areas relate to creation of instructional products:

1. sources for identifying media and equipment
2. selection and evaluation of media and equipment
3. operation of common machines and recent and specialized machines
4. facilitating local production by teachers and students
5. organization and maintenance of media programs
6. producing an instructional product

    a. identifying needs and characteristics of learners
    b. selecting appropriate model
    c. identifying concepts/processes/skills to be included
    d. developing the product
    *e. trying out the product with children
    *f. evaluating the product

EDUCATIONAL LEADERSHIP (EL ED 750)

General Description of Course

The general objective of the course is for the participant to develop effective leadership skills in terms of the objectives, people and hierarchy of an organization.

The needs and interests of each participant will be identified and a program designed by the participant and instructor to meet them. A monitoring system which allows for emerging needs of the participant as he proceeds through the course will be employed.

Specific skills which the participant may develop can be divided into two groups:

Group A. Skills dealing primarily with a concern for people include:

1. self perceptions and perceptions of others
2. inter- and intraorganization communication
3. communication - one-way, two-way
4. group decision making - including setting priorities
5. public relations
6. conferencing techniques for students, parents, staff
7. assessment of staff strengths and weaknesses
8. conflict management and agenda building
9. role definition, parameters and responsibilities of roles

Group B. Skills dealing primarily with a concern for task include:

1. developing a concept/skill/process approach to instruction
2. utilizing the resource center
3. designing procedures for efficient grouping, scheduling and maintaining records for individualized programs
4. utilizing audiovisual equipment and materials
5. selecting appropriate instructional materials for a continuous progress curriculum
6. implementing and evaluating assessment procedures
7. monitoring and reporting pupil progress
8. keeping up-to-date in area of interest and/or expertise
9. interpreting assessment scores for instructional programs
10. implementing varied instructional patterns
11. planning, implementing and evaluating staff development programs
12. planning for long and short range instructional programs
13. utilizing time and space in a flexible schedule
14. utilizing expertise of staff and agencies in the system, region, state

Joyal/McDermot/Schmalzried/Sorenson
El Ed, UW-EC

INDIVIDUALLY GUIDED MOTIVATION (ELED 751) SYLLABUS

General Description of Course

The general objectives of this course are for graduate participants to (1) become knowledgeable about motivation in terms of its general principles, and the system of Individually Guided Motivation (IGM) and its four specific procedures--encouraging independent reading, goal setting, older children tutoring younger children and encouraging self-directed behaviors as defined by H. J. Klausmeier and others; and (2) to be able to plan, implement and evaluate one of the four procedures with children in a school setting. While the IGM procedures have been identified as a part of the IGE program, they are based on general principles of motivation and may be utilized in any school interested in meeting the needs of individual children. Course carries three credits.

Course content areas have been divided into three groups:

Group A. These areas relate to knowledge prerequisite for the study of IGM. The participant will illustrate competency in the two starred areas; others are desirable.

*1. behavioral objectives
*2. instructional programming in IGE
3. assessment in IGE
4. developing affective measuring instruments

Group B. These areas relate directly to the first general objective. Each area requires 3-5 hours to complete. The participant will illustrate mastery in all areas:

1. introduction to IGM principles and a system of motivation
2. Overview of the four procedures for IGM
3. IGM procedure: encouraging independent reading
4. IGM procedure: goal setting
5. IGM procedure: older children tutoring younger children
6. IGM procedure: encouraging self-directed prosocial behavior
7. Practice conference with a child utilizing one of the four procedures

Group C. These areas relate to the second general objective. Each participant will select one of the four IGM procedures and illustrate competencies in that procedure in terms of:

1. planning for implementation
2. implementation with four or more children
3. evaluating the effectiveness of implementation
4. sharing results with the class group

Developed by Juanita S. Sorenson and Lloyd H. Joyal, Assistant Professors, University of Wisconsin-Eau Claire as adapted from Klausmeier, et al., Individually Guided Motivation, 1973, and related materials.

January, 1974

DIFFERENTIATED STAFFING: A SUPPORT SYSTEM FOR IGE (ELED 752)

General Description of Course

The general objective of this course is for the participant to be able to gain competency in a support system to more effectively carry out IGE. Components include organization of staff and students, team teaching, differentiated staffing, decision making by staff, home-school-community communications, motivational instructional procedures and inservice program development. While these components are applicable to most individualized learning programs, they are especially applicable to the concept of Individually Guided Education.

Course content has been divided into three groups:

Group A. These areas relate directly to the general objectives of the course. The participant will illustrate competency in six areas in this group: (* are required)

*1. rationale for differentiated staffing
*2. organization/operations for IGE
*3. roles and responsibilities in IGE
*4. unit meeting simulation
*5. instructional programming in IGE - Levels I and/or II
6. home-school communications: reporting pupil progress
7. IIC simulation

Group B. A project forms the major focus of the course and is to be developed in depth. Activities are practitioner-oriented and are designed for interaction of the participant with children and/or staff in his or her own school environment. The participant will illustrate competency in one area in this group. Topics include:

1. Individually Guided Motivation (IGM)
2. Wisconsin Design for Reading Skill Development - Level II
3. Plan, teach, evaluate. Here a teacher not experienced in IGE changes places for one week with one experienced and presently working in a smoothly functioning IGE school.
4. Inservice plan development. Participant assesses needs of staff in his building and/or system and develops an inservice plan to meet these needs.

Group C. Areas are varied and offer the participant opportunity to meet his own needs and interests. Participant will illustrate competency in at least one area. Topics include:

1. Systemwide Policy Committee - simulation
2. Group decision making (priority selection)
3. Initial skill grouping
4. Sander's questioning levels

Sorenson/Joyal
ELED, UW-EC/73

PROGRAM PLANNING FOR IGE (EL ED 754)

General Description of Course

Individualized learning programs like Individually Guided Education (IGE) have increased the need for unit leaders, principals, central office personnel and staff teachers to develop, implement and evaluate a variety of programs for staff in their building and/or system. This need has occurred because decision making to meet the needs of individual students has increased the need for training of staff at all levels.

The general objective of this course is for the participant to illustrate competency in program planning, lementation and evaluation. While the course focuses on programs for staff in schools working with IGE, much of the content is applicable to program planning in general. No courses are prerequisite, but it is recommended that the participant have taken El Ed 720, El Ed 752 or is an experienced member of an IGE staff.

Course content has been divided into three groups:

Group A. These areas relate directly to the general objectives of the course; the participant will illustrate competency in four areas:

1. assessment in IGE - II
2. instructional programming - II
3. group decision-making
4. home-school communications
5. affective instrument development
6. program planning: a simulation

Group B. A project forms the major focus of the course and includes participant interaction with building and/or system staff. Project will include a plan, critical evaluation and/or simulation and, if possible, implementation of the plan. Suggested topics include:

1. responsibilities and utilization of aides and/or volunteers
2. instructional materials or media center: initiation, implementation
3. evaluation of commercial materials for IGE
4. record keeping and processing data for IGE programs
5. inservice programs for implementing IGE in a curricular or aesthetic area
6. inservice programs for keeping up-to-date in IGE

Group C. The participant will illustrate competency in at least one additional area. Areas include:

1. teaming skills - I and II
2. scheduling and managing
3. unit meeting: simulation
4. Instructional Improvement Committee (IIC): simulation

Sorenson/Joyal
El Ed, UW-EC

GRADUATE PRACTICUM (EL ED 757)

General Description of Course

The general objective of this course is for the participant to demonstrate in a real situation in an elementary school, system or other institutional setting, competencies in curricular, developmental inservice and/or instructional leadership in terms of content, implementation procedures and evaluation of individualized learning programs.

The participant and university instructor will work out a schedule to meet the interests and needs of the participant in which the participant spends several days a week in one or more smoothly functioning IGE/MUS-E schools and/or systems or in a school, system or other institutional agency which is presently or has indicated a desire to implement IGE or other individualized programs.

This course focuses on the application level for the participant. Thus the participant will have illustrated competencies in IGE content (e.g., instructional programming; multiunit organization, operations, roles and responsibilities; assessment; behavioral objectives) and procedures either by satisfactory completion of modules in a previous college credit course or by meeting a mastery level on a set of assessment exercises.

This course may be taken for 3 to 6 credits and may include experiences as:

1. assuming an active role in a unit meeting
2. observing an IIC meeting
3. assuming responsibility for development of a content unit including objectives, assessments and appropriate learning activities
4. grouping students for skill instruction from assessment scores
5. teaching a skill group
6. teaching in a variety of grouping patterns as independent study, one-to-one, small group, medium size group, large group
7. developing, implementing and evaluating an inservice program to meet specific needs of a building, system or other institutional agency
8. administering and scoring assessment tests
9. formulating and implementing long and short range instructional objectives
10. conceptualization and development of learning modules

Sorenson/Joyal
El Ed, UW-EC

SEMINAR IN ELEMENTARY EDUCATION: PROBLEMS IN IGE (EL ED 770)

General Description of Course

The general objective of the course is for the participant to illustrate competency in preparing a reaction paper in an area of concern to him and related to some phase of Individually Guided Education.

The paper will include the following: general and specific objectives; literature references to substantiate the position reflected in the objectives; substantive content in the body of the paper which relates the content to a particular school situation or a theoretical construct to be developed in the paper; a presentation of the paper orally with appropriate audiovisual aids; and an evaluation of the paper by the audience on an instrument developed to reflect the objectives of the paper as well as the presentation and methods used.

Prerequisite to preparation of the paper, the participant will illustrate competencies in areas relevant to the topic selected for the paper.

This course may be taken as a content course or in connection with the Practicum (El Ed 757). No prerequisite courses are required, but completion of El Ed 720, 752 or 750 is suggested.

Content of the Seminar will vary according to the immediate problems which students bring to the sessions and the broad topic or topics selected for any particular semester. The Seminar may be offered for one to three credit hours but all participants during any one semester will take the Seminar for the same number of credits. Generally problems will fall into the following broad categories:

1. Multiunit organization
2. Instructional programming
3. Measurement and evaluation
4. Group dynamics
5. Instructional materials or media centers
6. Home-school-community communications
7. Decision making
8. Multimedia materials
9. Nongraded curriculum
10. Curriculum development for IGE

Joyal/Sorenson
El Ed, UW-EC

APPENDIX C

Selected Performance-Based Learning Modules

ASSESSMENT IN IGE: LEVEL I MODULE

Objectives

The participant will be able to:

a. indicate in writing points relative to the rationale, procedures and implementation of assessment in IGE with 80 percent accuracy.

b. explain in writing the difference between criterion-referenced and norm-referenced assessment.

c. explain the role of assessment in IGE.

d. list in writing four types of assessment and give at least one example for each type.

Suggested Activities to Meet Objectives

a. Study p. 53-65 in Klausmeier et al., (green book) noting (1) the importance of assessment in the Wisconsin Design program; (2) the role of assessment in the instructional programming process; and (3) the difference between criterion-referenced and norm or group referenced tests.

b. Review filmstrip/tape "Assessment in IGE," and/or filmstrip/tape "Assessment" from the Wisconsin Design set (red filmstrip Cannister D).

c. Read and study handout, "Types of Assessment to Measure Attainment of an Objective."

d. Review filmstrip/tape "Performance Testing and Observation" from the /I/D/E/A set (orange filmstrip cannister).

Illustration of Mastery

a. Select correct answers to test items on rationale, procedures and implementation of assessment in IGE with 80 percent accuracy. (One page assessment).

b. List types of assessment with an example for each type; outline differences between criterion-referenced and norm-referenced testing; and list the role of assessment in IGE programming with 80 percent accuracy. (One page assessment).

Sorenson/UW-EC

©CLIP - 1972

COMPONENT SIMULATION: INSTRUCTIONAL AND RESEARCH UNIT MODULE

(Note: Please do not write on this module sheet.)

Objectives

The participant will be able to:

a. identify the roles and responsibilities of the Instructional and Research Unit and its members.

b. play the role of a member of an I & R Unit in a problem solving situation.

c. help solve a problem brought to an I & R unit meeting.

Suggested Activities to Meet Objectives

a. Preparation for Simulation:

If you are not familiar with or need to review the roles and responsibilities of an Instructional and Research Unit, read or review the following materials:

(1) Study pages 20-28, 37-49, 106-109, 115-118, 122-123, and 126 in Individually Guided Education and the Multiunit Elementary School, Guidelines for Implementation, by Klausmeier. (green book)

(2) View filmstrip/tape "MUS-E Organization and Operations" (R & D Center), and/or "MUS-E Roles and Responsibilities" (R & D Center).

(3) Review "Unit Operations and Roles," handbook from /I/D/E/A/ for roles of the unit and its individual members within the school and the IGE planning system.

(4) View the film, "The Unit Meeting" to become acquainted with procedures, attitudes, and techniques necessary for effective group problem solving.

(5) Review filmstrip/tape, "The IGE Planning System." Illustrative agenda items and necessary teacher activities for the goal-setting, design, grouping and scheduling and situational meetings are presented here.

Berry/Sorenson/UW-EC (cont. next page)

©CLIP - 1972

Suggested Activities to Meet Objectives - cont.

b. Simulation:

(1) Form a discussion group of four to eight people.

(a) Elect a chairman.

(b) Elect a recorder and discuss the following question:

What are the responsibilities of the Instructional and Research Unit in terms of planning and implementing the instructional program for students in the unit? Be specific and support your statements.

Recorder will write down relevant comments and submit a report for the group. Discussion time is 10-15 minutes.

(2) Same group as met in "(1)" play roles of the following members of a unit: unit leader, staff teachers, interns/student teachers. Carry out unit meeting simulation as follows: what are the differentiated roles in the unit and how does each function in planning and implementing instruction?

(a) Distribute role descriptions randomly and allow enough time to understand the character you represent. While role playing, do not step out of character for any reason. You can, however, alter your character to fit your own creative ideas of what he or she might be like. Feel free to invent "past history" to disagree with someone else's "past history" by saying something like, "I don't remember that..." or "That's not the way it happened."

(b) Have the person playing the unit leader's role select items on the sample agenda to be covered during this meeting. Announce at the beginning of the unit meeting which items will be discussed.

(c) Wear the name tag of the role being played.

(d) Conduct a unit meeting, attempting to cover and resolve designated agenda items. Display feeling when appropriate.

(3) Have unit leader appoint a recorder to write down relevant comments and submit a report for the group.

Illustration of Mastery

a. Completion of assessment with 80 percent accuracy.

b. Agreement of "satisfactory" between participants and instructor on:

(1) account of group discussion in activity "b. (1)"

(2) account of unit meeting in activity "b. (2)"

HOME-SCHOOL COMMUNICATIONS: REPORTING PUPIL PROGRESS

Objectives

The participants will be able to:

a. identify the philosophy of their building and/or system in terms of reporting pupil progress.

b. determine the goals of a reporting system for pupil progress.

c. review and evaluate pupil reporting methods of other schools and/or systems.

d. prepare in writing a tentative form for reporting pupil progress which reflects the goals as indicated in objective "b."

e. critique and revise the tentative reporting form.

f. obtain reactions to the revised reporting form from a committee which includes pupils, teachers, parents and general public.

g. use and evaluate the tentative reporting form with a group of students (class or unit).

Suggested Activities to Meet Objectives

a. (1) Form a group of 6-8 people from districts with similar philosophies and goals as indicated in objectives "a" and "b." (It is desirable for each member of the group to have copies of present reporting forms used in their building/ district.)

or if this is not possible

(2) Utilize the prepared description of "The Reporting Philosophy and Goals of District 'X'."

b. Review /I/D/E/A/ filmstrip "Communication with Parents."

c. Proceed through the steps of the simulation "Developing a Reporting System" - especially for objectives "c," "d," and "e."

d. Evaluate and try out the reporting form developed during the simulation.

continued on next page

Joyal/UW-EC

©CLIP - 1972

Illustration of Mastery

a. Agreement of "satisfactory" between participant and instructor in terms of the reporting system allowing consideration for:

   (1) where the child stands in relation to national norms

   (2) where the child stands in relation to his own ability

   (3) which required skills the child mastered during the school year

   (4) which important concepts the child acquired

   (5) which skills and concepts should be programmed for each child in the following year

   (6) what type of ongoing evaluation can be used to clearly indicate the dynamics of change, mastery, and/or achievement of the child

Joyal/UW-EC

©CLIP - 1972

MULTIUNIT ORGANIZATION/OPERATIONS MODULE

Objectives

The participant will be able to:

a. describe and/or indicate in writing the three sections of the multiunit organization and indicate two main responsibilities of each.

b. develop a multiunit organizational plan for his school and/or system which includes:

(1) if you are just starting IGE/MUS-E

(a) a brief description of staff and student characteristics.

(b) assignment of staff and students to units including a brief statement of reasons for the manner in which assignments were made.

(c) using the physical plan of your present building as a guide, allocate space to units. Indicate instructional areas, media center, etc. Suggest minor remodeling if necessary to facilitate IGE/MUS-E.

or

(2) if you are presently teaching in an IGE/MUS-E building

(a) a critique and suggested revisions for (a), (b) and (c) under (1) above.

Suggested Activities to Meet Objectives

a. Read Chapters 2 and 3 in Klausmeier et al., (green book) noting in particular the schematic diagram on page 21.

b. Review the filmstrip/tape "MUS-E Organization and Operation" (Wis. R & D Center) and/or "Organized for Learning" (/I/D/E/A/).

c. Develop plan described in objectives "a" and "b."

Illustration of Mastery

a. Complete IGE concepts test on multiunit operations with 80 percent accuracy.

b. Agreement of "satisfactory" between participant and instructor on review of

(1) plan for multiunit organization for school and/or system including assignment of staff and students to units and space allocations in physical plant for facilitating IGE.

Sorenson/UW/EC

©CLIP - 1972

WISCONSIN DESIGN FOR READING SKILL DEVELOPMEND (WDRSD) - LEVEL I MODULE

Objectives

The participant will be able to:

1. describe the role of the Wisconsin Design in the overall developmental reading program.

2. indicate the materials available to purchase for implementing the program and how the materials are related to the Instructional Programming Model for IGE.

3. indicate the six major areas of the Wisconsin Design.

Activities

1. Prepare about a half page summary of each of the following WDRSD filmstrips/tapes.

   a. Design for Reading (Design In Review)

   b. Instructional Programming Model in IGE

   c. Skills and Objectives

   d. Wisconsin Design in the Total Developmental Reading

   e. Focusing Instruction

   f. Study Skills: Learning to Learn

2. Review the "Rationale and Guidelines" by Otto and Askov, 1970. (Material here applies to both word attack and study skills areas.)

3. Write an outline indicating which materials are available to staff for purchase and how these materials are utilized in the Instructional Programming Model for IGE.

Mastery

Mastery will be indicated by an agreement of "satisfactory" between participant and instructor on the review of:

   a. six filmstrips/tapes listed in Activity I.

   b. an outline indicating which materials are available to staff and how these materials are used in the Instructional Programming Model for IGE.

©CLIP - 1972